# Scope & Sequence

## Unit 1: High Adventure

<table>
<thead>
<tr>
<th>Grammar and Functional Language</th>
<th>Vocabulary</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past Continuous + when + Past Simple</strong></td>
<td><strong>Adventure</strong></td>
<td>Describing adventures</td>
</tr>
<tr>
<td>We were descending when the balloon</td>
<td>grassland, lighthouse,</td>
<td>Talking about a sequence of events</td>
</tr>
<tr>
<td>got stuck in a tree.</td>
<td>driveway, TV crew, herd,</td>
<td>Talking about experiences that happened earlier than the present time</td>
</tr>
<tr>
<td><strong>Present Perfect (already / yet)</strong></td>
<td>backyard, hyena, dawn go on a balloon trip, sunrise, get stuck, climb</td>
<td>are still to happen.</td>
</tr>
<tr>
<td>Ted has already run a marathon. He hasn’t</td>
<td>up/down a tree, float, take pictures, jump from a plane, record</td>
<td>Asking questions about specific events in the past</td>
</tr>
<tr>
<td>recorded a CD yet.</td>
<td>a CD, build a house, win a race, ride an elephant, run a marathon,</td>
<td>Describing a place</td>
</tr>
<tr>
<td>Has he gotten married yet? Yes, he has / No,</td>
<td>eat an insect, sleep in a tent, swim in cold water, heritage, emblem,</td>
<td>Identifying elements in a story</td>
</tr>
<tr>
<td>he hasn’t.</td>
<td>creation, generation, humankind, sanctuary, nature, whale</td>
<td>Describing events</td>
</tr>
<tr>
<td><strong>Past Simple vs. Present Perfect + ever</strong></td>
<td><strong>Historic Sites</strong></td>
<td>Talking about interrupted past actions in progress.</td>
</tr>
<tr>
<td>Have you ever won a marathon When / Where /</td>
<td>ruins, pyramid, steps, Grand Canyon, Great Barrier, Reef, site, landmark</td>
<td></td>
</tr>
<tr>
<td>How did you do that?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Present Perfect Continuous</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He’s been surfing for two hours. Have you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you been surfing? It hasn’t been snowing all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phrasal Verbs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many schools set up geocaching activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Multiple Intelligences
- Visual-Spatial Intelligence
- Logical-Mathematical Intelligence

**Cross-Curricular Content**
- Social Studies

**Values**
- Helping Others

**Pronunciation**
- Pronunciation of -ed in regular verbs

**Skills**
- Developing reading comprehension strategies by having students scan a text and look for specific information.
- Reading for general and specific information.
- Understanding the use of reference words in a story.
- Listening for general and specific information.
- Developing writing skills by making a timeline and describing the sequence of events.

## Unit 2: The Show Must Go On

<table>
<thead>
<tr>
<th>Grammar and Functional Language</th>
<th>Vocabulary</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives + Prepositions</strong></td>
<td><strong>Drama and Movies</strong></td>
<td>Talking about personal traits</td>
</tr>
<tr>
<td>I’m good at painting. I’m interested in</td>
<td>show, rehearsal, rehearse,</td>
<td>I’m good at dancing.</td>
</tr>
<tr>
<td>history. I’m scared of blood.</td>
<td>play (Dracula), plays, theater, props, costumes, sets, audience,</td>
<td>I’m interested in art</td>
</tr>
<tr>
<td><strong>Reported Speech Statements: Present Simple to</strong></td>
<td>scene, special effects, plot, stunt, soundtrack, main actors, summary</td>
<td>I’m scared of cats.</td>
</tr>
<tr>
<td>Past Simple**</td>
<td>castle, wizard, princess, wizard, blood, basement</td>
<td>I’m bad at history.</td>
</tr>
<tr>
<td>“I play Dracula.” He said he played Dracula.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reported Speech Statements: Present Continuous</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to Past Continuous**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I’m standing outside your front door”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He said he was standing outside our front door.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indefinite Pronouns</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There’s nobody else here. There’s somebody in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the house. I’m sure that I heard a noise</td>
<td></td>
<td></td>
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<tr>
<td>somewhere. It won’t take long to search</td>
<td></td>
<td></td>
</tr>
<tr>
<td>everywhere. I heard something. Did you hear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>anything?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Orders and Requests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>scratch your (head), move your arms, act like a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(parrot), close your (eyes), take these pills,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>don’t play in the street/ cross the road/run in</td>
<td></td>
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</tr>
<tr>
<td>the corridor/flight with your (brother), stay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in bed, drink (your milk), join hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dependent prepositions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>good at, bad at, scared of, interested in,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>would like to</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wave, scratch, open, say, stay, cross, fight,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>act, move, come in, go to, stand in line, sit</td>
<td></td>
<td></td>
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<tr>
<td>down</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lonely, healthy, alive, sweet, stinky,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>important, popular, wealthy, format, traditional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Multiple Intelligences
- Linguistic Intelligence
- Visual-Spatial Intelligence

**Cross-Curricular Content**
- Language Arts

**Values**
- Taking care of yourself and others

**Pronunciation**
- Pronunciation of oo

**Skills**
- Reading for general and specific information.
- Reading for gist and write a biographical report.
- Ordering events in a story.
- Expressing likes and dislikes.
- Listening for specific information.
- Writing a movie review.

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Unit 3: Staying Well

Grammar and Functional Language

**Functional Language**
- Why don’t you have a smoothie? How about trying a mango smoothie? Take regular breaks. Don’t worry.
- If I were you, I’d study more.

**First Conditional**
- If you exercise, it will help you sleep better. If you don’t eat carbohydrates, you will feel tired.

**Second Conditional**
- If I took up a sport, I’d play football. What would you do if you ate an insect?

**Third Conditional**
- If she had heard the alarm clock, she would have woken up. What would you have done if you had seen a ghost? I wish... I wish I weren’t nervous about my exams.

**Modal Verbs**
- You must take a bath now! You mustn’t smoke. You ought to...

**Multiple Intelligences**
- Logical-Mathematical Intelligence
- Musical Intelligence

**Cross-Curricular Content**
- Health
- Nutrition

**Values**
- The importance of eating well and getting regular exercise

**Skills**
- Developing reading comprehension strategies: skimming and scanning.
- Listening for gist and for specific information.
- Giving and receiving advice.
- Writing and e-mail giving advice.

Unit 4: Amazing Stories

Grammar and Functional Language

**Past Perfect**
- He had/hadn’t put on dark clothes.
- The plane had already taken off. The plane hadn’t hit the water yet.

**Reported Speech using Past Perfect**
- “I heard a big splash” Mary said she had heard a big splash.

**Reported Speech can / will**
- “I can’t play the guitar.” He said he couldn’t play the guitar. “I will learn to play” He said he would learn to play.

**Reported Speech Questions**
- “Do you have a routine?” I asked if Holly had a routine. “Why is it important?” She asked why it was important. “Where did you work?” She asked where he had worked.

**Multiple Intelligences**
- Logical-Mathematical Intelligence
- Bodily-Kinesthetic Intelligence

**Cross-Curricular Content**
- Social Studies
- Journalism

**Values**
- Respect for senior citizens

**Skills**
- Writing a short article.
- Listening for gist and for specific information.
- Making up stories.
- Raising awareness of the use of similes.
- Developing reading comprehension strategies.
**Present Passive**
Plastic is made from petroleum. Plastic isn’t destroyed by sunlight. Is trash produced on the boat?

**Past Passive**
Most of the population was evacuated. Some people weren’t rescued. Were you helped by the police? Where were you taken?

**Causative (have something done)**
He has his house built.

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**Unit 5: Our Planet at Risk**

<table>
<thead>
<tr>
<th>Grammar and Functional Language</th>
<th>Vocabulary</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present Passive</strong></td>
<td>Pollution, Recycling and Natural Disasters</td>
<td>Nouns: pros, cons, petroleum, sunlight, landfill, carpet, law, billion, journey, waste materials, garbage, dry ice, raft, mast, turbines, crew, square kilometer, seabird, equipment, current, article, surface, plankton, organism, issue, action</td>
</tr>
<tr>
<td>Plastic is made from petroleum. Plastic isn’t destroyed by sunlight. Is trash produced on the boat?</td>
<td>trash, pick up, plastic, destroy, kill, recycle, ban, nonrenewable, dump, recycled materials, compost, pollution, atmosphere, garbage, degrade, harmful, decompose, greenhouse gases, global warming, drought, floods, energy-wasting activities, hurricanes, evacuate, rescue, save, trap, damage, hero, devastation, throw away, packaging, natural disasters, geographical features, environmental issues, flood, rainforest fossil fuels, ocean, trash, hurricane, debris, ice caps, landfill, drought, greenhouse effect, island</td>
<td></td>
</tr>
<tr>
<td><strong>Past Passive</strong></td>
<td>Nouns: too much/too many/not enough</td>
<td>Values: respect for the environment</td>
</tr>
<tr>
<td>Most of the population was evacuated. Some people weren’t rescued. Were you helped by the police? Where were you taken?</td>
<td>There is too much talk on this issue and not enough action. There are too many cars.</td>
<td></td>
</tr>
<tr>
<td><strong>Causative (have something done)</strong></td>
<td>Causative (have something done)</td>
<td>Pronunciation: -tion and -sion</td>
</tr>
<tr>
<td>He has his house built.</td>
<td>He has his house built.</td>
<td></td>
</tr>
</tbody>
</table>

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**Multiple Intelligences**
- Logical-Mathematical Intelligence
- Verbal-Linguistic Intelligence

**Cross-Curricular Content**
Ecology

**Values**
Respect for the environment

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**Unit 6: Crime Investigation**

<table>
<thead>
<tr>
<th>Grammar and Functional Language</th>
<th>Vocabulary</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phrasal Verbs</strong></td>
<td>Crime Investigation</td>
<td>Scotland, West Africa, clue, whaling boat, ship’s doctor, medical practice, professor, appearance, enemy, death, waterfall, observation, thinking, crime, creator, magnifying glass, van, truck, martial arts team, athletes, laptop, CCTV, surveillance camera, security cameras, stranger, street, screen, store, scrape, screw, screen, stream, scroll, script, string, shadows, clue, destruction, scrapbook, instructions, disguise, scrape, ice, brick, nail</td>
</tr>
<tr>
<td>He kept on writing.</td>
<td>Nouns: guilty/innocent, fingerprint, crime scene, culprit, detective, discover the truth, solve crimes, clue, magnifying glass, binoculars, microscope, collect evidence, catch the thief, suspect, gloves, DNA, database, victim, convict, prison, dental impression, burglar, forensic scientist, CSI, break into a house, trace, lie detector, pickpocket, body armor, shoplifter, impostor fingerprint, poacher, burglar, forensic scientist, detective story, trail, magnifying glass, masterpiece, smuggler</td>
<td>Verbs: arrest, crash</td>
</tr>
<tr>
<td><strong>Deduction and Speculation (must, might, can’t)</strong></td>
<td>Crime Investigation</td>
<td>Adjectives: horrified, logical, successful, dangerous, fast, innocent, Adverbs: besides</td>
</tr>
<tr>
<td>They must be in the countryside. She might be a thief. He can’t be short.</td>
<td>Phrasal Verbs: set up, give up, grow up, get back, take up, set out, look for</td>
<td>Pronunciation: scr- and str-</td>
</tr>
<tr>
<td><strong>Defining Relative Clauses</strong></td>
<td>Definition: It’s the place where a crime takes place. They are people who investigate a crime scene.</td>
<td>Reporting about the past events and disasters</td>
</tr>
<tr>
<td>It’ll be the place where a crime takes place. They are people who investigate a crime scene. It’s a material that is found in blood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-defining Relative Clauses</strong></td>
<td>Crime Investigation</td>
<td>Interviewing</td>
</tr>
<tr>
<td>This man, who is a scientist, is analyzing a blood sample. This lab, which is our main workplace, was also the crime scene.</td>
<td>Adjectives: logical, successful, Adverbs: besides</td>
<td></td>
</tr>
<tr>
<td><strong>Determiners (both, neither, all, none)</strong></td>
<td>Non-defining Relative Clauses</td>
<td>Stating Facts</td>
</tr>
<tr>
<td>They both had beards. Neither of them is intelligent. They are all true. None of these stories have been invented.</td>
<td>Causative (have something done)</td>
<td>Assigning responsibility</td>
</tr>
</tbody>
</table>

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**Multiple Intelligences**
- Logical-Mathematical Intelligence
- Visual-Spatial Intelligence

**Cross-Curricular Content**
Ecology

**Values**
The power of logical thinking

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**Skills**
- Reading for general and specific information.
- Linking sentences in a story.
- Listening for specific information.
- Writing a short opinion text.
Unit 7: Think!

Grammar and Functional Language | Vocabulary | Functions
--- | --- | ---
Functional Language | Playing a Game | Verbs
What do you think? | | rule, decide, point, warn, rule, puzzle, rule, game,
Are you sure? | | challenge, rule, rule, rule, puzzle, rule, game,
How do you know? | | break the code
| Multi-Purpose | | Multiple Intelligences
If…, then…, | Verbal-Linguistic, Logical-Mathematical, Visual-Spatial, Musical, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Naturalistic
Because…, So…, | | Text Messaging
t | | text, receive/send a
It looks like a face. | message, text abbreviations, emoticons | Expressions
| | | in every way, look in
It means "great." | | horror, one morning, accept
| | | a challenge
| | | • Solving problems
| | | • Interpreting
Tag Questions | | • Checking information
You are American, aren’t you? | | • Reporting information
You love dancing, don’t you? | | • Writing a learner’s diary
Your brother can’t swim, can he? | | • Speculation (review)
Reported Speech - Past Simple to Past perfect | | What does this mean? It means "great." It
"I decided to take acting classes.” | | looks like... It might/must mean...
Ethan said he had decided to take acting classes. | | • Talking about
Reporting Verbs | | Hypothetical situations
He ordered him to go closer to his | | • Talking about
throne. | | Obligation and permission
He decided to give a lab to the | | • Talking about the
Top scientist. | | Future and desires
He advised them to return | | • Making deductions
home. He warned them not to take too | | • Writing a biography
much time. He promised to help. | | • Solving problems
Speculation (review) | | • Interpreting
What does this mean? It means “great” It
| | • Checking information
looks like... It might/must mean...
| | • Reporting information
Multiple Intelligences | | • Writing a learner’s diary
• Musical Intelligence | | • Speculation (review)
Cross-Curricular Content | | • Talking about
Social Studies | | hypothetical situations
Values | | • Talking about
Teamwork—recognizing that | | Obligation and permission
everyone has skills to contribute | | • Talking about the
Pronunciation | | Future and desires
| | Intonation of tag questions
Skills | | • Making deductions
Listening for specific information. | | • Writing a biography
Talking about learning experiences.
| | • Speculation (review)
Reading for gist | | • Solving problems
Skimming. | | • Interpreting
Writing a learner’s diary.

Unit 8: A Better Future

Grammar and Functional Language | Vocabulary | Functions
--- | --- | ---
Review of Second Conditional | Review of Feelings | • Talking about
If I lost my computer, I’d feel depressed. | frightened, brave, hopeful, | hypothetical situations
had to, was/were allowed to | sociable, annoyed, happy, | • Talking about
They had to go to different schools. They | unhappy, angry, depressed, | Obligation and permission
weren’t allowed to get married to white | miserable, embarrassed, | • Talking about the
people. | scared, upset, excited, hurt, | Future and desires
Review of Past Simple Passive | delighted, stressed, relaxed, | • Making deductions
He was sent to prison in 1962. | lonely, confused, sad, | • Writing a biography
Reflexive Pronouns | surprised, shocked, proud, | • Speculation (review)
Sarah made the fire herself. We enjoyed | irritated, ashamed, pleased, | • Talking about
ourselves. | guilty | hypothetical situations
Review of Future and Deduction | Human Rights | • Talking about
What will Emily do? I might see my grandma | unfair, support for, privilege, | Obligation and permission
I won’t get a haircut. | multicultural, inequality, | • Talking about the
Review of I wish + would | minority, apartheid, identity, | Future and desires
I wish it would rain tomorrow. | campaign, race rights, | • Making deductions
underdeveloped, convenience, | unfair, inequality, campagin, | • Writing a biography
Values | | • Speculation (review)
citizen, health services dark-haired, fair-haired, | • Talking about
Adjectives | sociable, powerful | hypothetical situations
dark-haired, fair-haired, sociable, powerful | • Talking about
Nouns | government, system, minority, | Obligation and permission
power, privilege, area, | • Talking about the
inequality, multicultural | Future and desires
Verbs: introduce, base elect, | • Making deductions
award, release, experience, | • Writing a biography
segregate, arrest, refuse | • Speculation (review)
Multiple Intelligences | | • Talking about
• Musical Intelligence | Review of Feelings | hypothetical situations
• Bodily-Kinesthetic Intelligence | frightened, brave, hopeful, | • Talking about
Cross-Curricular Content | | Obligation and permission
Social Studies | values sociable, annoyed, happy, | • Talking about the
| | | unhappy, angry, depressed, | Future and desires
| | | miserable, embarrassed, | • Making deductions
| | | scared, upset, excited, hurt, | • Writing a biography
| | | delighted, stressed, relaxed, | • Speculation (review)
| | | lonely, confused, sad, | • Talking about
| | | surprised, shocked, proud, | hypothetical situations
| | | irritated, ashamed, pleased, | • Talking about
| | | guilty | hypothetical situations
Skills | | • Talking about Hypothetical
Developing reading comprehension strategies. | | situations
Reading for gist and for specific information. | | • Talking about Obligation and Permission
Listening for specific information. | | • Talking about the future and desires
Speaking about someone else’s past achievements. | | • Making deductions
Writing a biography.